

Education in the Digital Age

International Session at the 2020 AERA Annual Meeting

**Theme: The Power and Possibilities for the Public Good
When Researchers and Organizational Stakeholders Collaborate**

Friday, April 17, 2020, 12:00pm - 02:30pm

Embarcadero Room

55 Cyril Magnin Street, San Francisco, CA USA 94102

Agenda

12:00 – 12:30 Panel Discussion: Education in the Digital Age. Perspectives from the U.S. and Germany

Chair: Annika Wilmers (DIPF | Frankfurt, Germany)

Speakers: **Utilizing Technology to Humanize Learning: Perspectives from the U.S**
Joann Halpern (Hasso Plattner Institute, New York, USA)

Educational technology in Germany: Discourses and practices
Felicitas Macgilchrist (Georg Eckert Institute & University of Göttingen, Germany)

12:30 – 2:00 Six Parallel Roundtables

Table 1 Digitalization and Educational Measurement in Schools

Chairs: Nina Jude and Jeanette Ziehm (DIPF | Leibniz Institute for Research and Information in Education, Frankfurt, Germany)

- Digitalization and Educational Measurement in Schools: Introduction
Nina Jude, Jeanette Ziehm (DIPF | Frankfurt)
- Handling data in instructional practice: Students' system feedback processing
Sieglinde Jornitz, Ben Mayer (DIPF | Frankfurt)
- HPI's School Cloud: Digitally Optimizing Teaching and Learning
Joann Halpern (Hasso Plattner Institute, New York)
- Using Mobile Phones in Assessments: Examples from the United States
Fusun Sahin (American Institutes for Research, USA)
- Digitalization and Survey Methodology in Schools
Juanita Hicks (American Institutes for Research, USA)

Table 2 The Relationship between School Principals and Supervisory Authorities in the Context of Current Reform-Related Developments : An International Comparison

Chair: Barbara Muslic (Freie Universität Berlin, Germany)

- Design-based School Improvement in Germany. Potentials of Research-Policy-Practice-Partnerships
Nina Bremm (Pädagogische Hochschule Zürich, Switzerland), Rick Mintrop (University of California, Berkeley, USA)
- Lost in translation – institutional logics and their effects on? the cooperation between school

authority and school leaders

David Kemethofer (Pädagogische Hochschule, Linz, Austria), Livia Jesacher-Rößler (Universität Innsbruck, Austria)

- Cooperation at a Regional Level – School Supervisory Authority and School Principals in the Thicket of Institutional Environments
Joel Malin (Miami University, USA), Donald Hackmann (Iowa State University, USA)
- The Relationship between School Principals and School Supervisory Authorities in the context of reform processes – a Dutch perspective
Annemarie Neeleman (CVO Rotterdam, The Netherlands), Pascal Scholtius, Henrietta Steuten (Comenius College Rotterdam, The Netherlands)
- Discussant: *Barbara Muslic (Freie Universität Berlin, Germany)*

Table 3 Educational (In-)Equity – Comparative Perspectives on Cultures of Schooling in Germany and the USA

Chair: Rick Mintrop (University of Berkeley, USA)

- Negotiating Racism in the classroom – comparative analyses in German and US Schools
Merle Hummrich (Goethe-Universität Frankfurt, Germany), Dorothee Schwendowius (Otto-von-Guericke-Universität Magdeburg, Germany)
- Constructing Differences in Inclusive Teaching – Comparing Germany and the USA
Tanja Sturm (Martin-Luther-Universität Halle-Wittenberg, Germany), Benjamin Wagener (Universität Münster, Germany)
- Leadership for Educational Equity in Schools Serving Disadvantaged Communities in Germany and the USA
Esther Dominique Klein (Leopold-Franzens-Universität Innsbruck, Austria), Hanna Bronnert-Härle (University of Duisburg-Essen, Germany)
- Discussant: *Julie Allen (University of Birmingham, UK)*

Table 4 Defining Refugees and Refugee Education

Chair: Alexander W. Wiseman (Texas Tech University, USA)

- Moving beyond methodological nationalism to develop a transnational perspective on the educational pathways of displaced and dispossessed migrant youth
William Perez (Loyola Marymount University, USA)
- Refugee youths' educational and social participation: An ethnographic inquiry
Dilek Kayaalp (University of North Florida, USA)
- Pensando en Rosa y los Otros Alumnos Transnacionales de Varios Perfiles que Encontrábamos en Mexico (Thinking About Rosa and Various Other Transnational Students We Have Encountered in Mexico)
Edmund T. Hamann (University of Nebraska-Lincoln, USA)
- New American Refugees: A case study of how a community of Nepali-speaking Bhutanese families experience school and educational policy in the Northeast
Cynthia Reyes, Hemant Ghising, Shana J. Haines (University of Vermont, USA)
- Temporalities of Refugee Identity and Education
Amberley Middleton (Cambridge University, UK)
- Gender differences in vocational interests: A comparison between native born, migrant and refugee adolescents
Florian G. Hartmann (University of the Bundeswehr Munich, Germany), Jutta von Maurice, Dominik Weigand (Leibniz Institute for Educational Trajectories, University of Bamberg, Germany)

Table 5: Training Teachers to Educate Refugee and Humanitarian Migrant Youth

Chair: Lisa Damaschke-Deitrick (Lehigh University, USA)

- Exemplary Practices of New Zealand Teachers Preparing Refugee Youth for Resettlement: The First Six Weeks
Jody McBrien (University of South Florida, USA)
- Teachers coping with cultural diversity: Case studies on assessment practices, challenges and experiences in Austrian secondary schools
Herbert Altrichter, Katharina Soukup-Altrichter, Barbara Herzog-Punzenberger, Magdalena Fellner (Johannes Kepler University Linz, University of Education Upper Austria, University of Innsbruck, Austria)
- Change of curricula, teacher educators and support measures – how initial teacher education in Europe should be able to cope with (humanitarian) migrant students
Barbara Herzog-Punzenberger (University of Innsbruck, Austria)
- Training Teachers to Educate Refugee and Humanitarian Migrant Youth
Jihae Cha, Min Choi (Teachers College, Columbia University, USA)
- Isolating or Inclusive? Educating refugee youth in the United States
Jill Koyama (Arizona State University, USA)
- Educating Newcomer Immigrant & Refugee Youth in U.S. Schools
Monisha Bajaj (University of San Francisco, USA)
- Radical Acceptance: A framework for preparing teachers to support students with refugee and asylum seeker backgrounds
Maura Sellers (University of Newcastle, Australia)

Table 6: Individuality and Responsibility: Challenges for Young People

Chair: Stefanie Greubel (Alanus University of Arts and Social Sciences, Germany)

- Fridays for Future: Determinants for Engagement on behalf of Sustainability
Janne Fengler, Stefanie Greubel, Jost Schieren, (Alanus University of Arts and Social Sciences, Germany)
- Intentions and practices of Waldorf teachers in main lessons: creating educational practice that prepare pupils for being in the world in a ‘grown-up’ way
Aziza Mayo (University of Applied Sciences Leiden, the Netherlands)
- Social Emotional Learning Examined Through the Lens of One Urban Public Waldorf School
Ida Obermann (Community school for Creative Education, Oakland, USA)
- Care Ethics in Teacher Preparation through Action Research
Colette Rabin (San José State University, USA)